North Scott High School

Restructuring For The Future

BLOCK SCHEDULING

April 11, 1994

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Rationale Statement

During the 1989 NCA self-study the high school staff clarified its mission in a philosophy statement which emphasized that our school would provide to all students an educational setting which would motivate them to work to their maximum potential. Working from a research model for achievement whose basic tenet is that attendance (pupil presence) added to the teaching environment (classroom teacher) combined with time on task (engaged ratio) is what creates student achievement, the staff proceeded to develop and implement a new and powerful attendance policy which in the intervening years has successfully encouraged an extremely high level of individual student attendance.

The 1992-93 school year saw our faculty working to modify the teaching environment in an attempt to better meet individual learning needs with the provision of some sort of special resource opportunities for the general student population. After investigation of schedules that would allow for the creation of distinct resource areas, unresolvable financial constraints were encountered. It was at this point that the high school staff turned to the option of restructuring the traditional 50-minute, 7-period day.

In keeping with the board goal which expresses the district's commitment to "explore the extension and/or reorganization of the school day... to better meet the needs of students" the faculty has explored the ramifications of restructuring the school day to create an 8-block schedule. Our experiential and research findings thus far indicate that the implementation of a block schedule will lead to the following benefits for our students:

- Students get the help they need when they need it!
- Provides a learning environment which allows teachers and students to concentrate their time in a more effective way.
- More time on task (less passing time, roll taking, classroom management tasks).
- More teacher time to individually and collaboratively plan student learning experiences.
- Guided practice for homework creates a more positive attitude toward it because it is monitored.
- Lower drop-out rate.
- Reduction of unstructured student time.
- Creative instructional innovations such as co-operative learning, long-term projects, hands-on activities and inter-disciplinary teaching

which produce lessons that involve students with different learning styles are more easily implemented with a block schedule.

- Less student anxiety and gains in self-esteem.
- Students have the opportunity to take more classes (64 vs. 56)
- Improved student learning resulting in higher grade point averages.
- More individualized instruction. (Teachers will see fewer students for longer periods of time in any given day.)
- Students are better known by their teachers.
- Students feel more challenge.
- Students have the opportunity to explore issues in greater depth.

It is, therefore, our belief that the implementation of an 8-block schedule at North Scott High School will greatly enhance the teaching and learning environment leading to more time on task for our students thereby ensuring a higher level of achievement for all.

North Scott High School
1993-1994 Site Base Plan

Board Goal: To structure curriculum and implement activities which will improve our schools and programs to meet the needs of our students.

Building Goal: Explore the extension and/or reorganization of the school day and delivery of services to better meet the needs of students through the implementation of 8-Block Scheduling.

During the 1989 NCA self-study the high school staff clarified its mission in a philosophy statement which emphasized that our school would provide to all students an educational setting which would motivate them to work to their maximum potential. Working from a research model for achievement whose basic tenet is that attendance (pupil presence) added to the teaching environment (classroom teacher) combined with time on task (engaged ratio) is what creates student achievement, the staff proceeded to develop and implement a new and powerful attendance policy which in the intervening years has successfully encouraged an extremely high level of individual student attendance.

The 1992-93 school year saw our faculty working to modify the teaching environment in an attempt to better meet individual learning needs with the provision of some sort of special resource opportunities for the general student population. After investigation of schedules that would allow for the creation of distinct resource areas, irresolvable financial constraints were encountered. It was at this point that the high school staff turned to the option of restructuring the traditional 50-minute, 7-period day. The faculty explored the ramifications of restructuring the school day to create an 8-block schedule; our research has brought us to the point that we believe that implementation of this schedule will greatly enhance the teaching and learning environment leading to more time on task for our students thereby ensuring a higher level of achievement for all.

Planning for the implementation of 8-Block is the shared responsibility of the faculty and administration. This planning for 8-Block scheduling is being facilitated by four committees focusing on key aspects of implementation. These committees are: Scheduling, Graduation Requirements, Research, and Public Relations (Appendix A). Information from these committees is shared with the site cadre for review and approval. The planned action steps will be reported as a

summary of committe work or Department Chairpersons discussion and action.

Research Committee

ACTIVITY 1: Research 8-Block scheduling and its impact on student performance. This research was begun during the 1992-1993 school year through readings and site visits to other 8-block schools; the research is ongoing.

Action Step 1: Completion of Eric Search at AEA.
Timeline: October, 1993
Person(s) responsible: Nancy Shileny and Linda Noble
Progress toward goal: Eric Search completed.

Action Step 2: Organize, interpret, and analyze available research.
Timeline: Ongoing
Person(s) responsible: Nancy Shileny and Quentin Coffman
Progress toward goal: Rationale statement completed and reported to the faculty; additional research is ongoing.

Action Step 3: Visitation to 8-block site in Chillicothe, Illinois.
Timeline: October, 1993
Person(s) responsible: Mike Brown, Jim Boland, John Hawley, Steve McNicol, Bernie Peeters, Bill Kessinger
Progress toward goal: Visitation completed and reported to faculty.

Action Step 4: Information gathering through networking with various sites currently researching or implementing 8-block.
Timeline: Ongoing
Person(s) responsible: Committee
Progress toward goal: Contacts have been made.

Action Step 5: Develop and distribute an attitudinal survey to students regarding 8-block in order to establish a base to track student attitudes after implementation of 8-block has begun.
Timeline: Spring, 1993
Person(s) responsible: Committee
Progress toward goal:

Graduation Requirements Committee

ACTIVITY 2: Research and revise graduation requirements.

Action Step 1: Obtained graduation requirements from other 8-block schools.
Timeline: October, 1993
Person(s) responsible: Committee
Progress toward goal: Completed October, 1993

Action Step 2: Acquire input from committee members by holding early morning meetings.
Timeline: October, 1993
Person(s) responsible: Committee
Progress toward goal: Completed October, 1993

Action Step 3: Revise graduation requirements and present to Department Chairs and Curriculum Cabinet.
Timeline: October and November, 1993
Person(s) responsible: Committee
Progress toward goal: Graduation requirements proposal completed October 19,1993.

Action Step 4: Board approval for proposed graduation requirements.
Timeline: January and February,1994
Person(s) responsible: Committee chairs
Progress toward goal:

Public Relations Committee

ACTIVITY 3: Provide information to students, staff, and community regarding 8-block scheduling during the 1993-1994 school year.

Action Step 1: Gather information from all committees.
Timeline: Ongoing
Person(s) responsible: Committee
Progress toward goal: Committee met in September to synthesize information for dissemination.

Action Step 2: Share information with students.
Timeline: Ongoing
Person(s) responsible: Committee
Progress toward goal: Showed video tape of Mrs. McClurg introducing the concept of 8-block scheduling to our students, September, 1993; student information handout prepared and distributed, September, 1993; Bruce Cotter, principal of Seneca High School, discussed 8-block scheduling with students at Lancer Leadership Camp and later a tape of this discussion was shown to all students, October, 1993; plan student exchange with Seneca High School to take place in January; plan small group question/answer sessions with students, February, 1993.

Action Step 3: Share information with community.
Timeline: Ongoing
Person(s) responsible: Committee
Progress toward goal: Information distributed through Principal's newsletter September, 1993 and October, 1993; presented information to the School Board on 8-block scheduling, October, 1993, written summary of 8-block concept was made available at Parent-Teacher Conferences, November, 1993; Information printed by the *North Scott Press, Quad-City Times* and other media sources; presentation to Superintendent's Advisory Committee on December 16, 1993; additional efforts will be made to share information on 8-block as the year progresses.

Scheduling Committee

ACTIVITY 4: Revise current schedule to implement 8-block scheduling.

Action Step 1: Hold meetings to formulate an 8-block schedule.
Timeline: October through November
Person(s) responsible: Committee
Progress toward goal: October 6, 1993, meeting to discuss four major areas of concern; October 14, 1993, meeting to discuss timeline for registration and scheduling; November 1, 1993, discussion and decision on 84 minute band and the use of homeroom; November 9,

1993, meeting to discuss time schedule and location of homeroom and Channel One (vote of staff); November 23, 1993, meeting to discuss decisions on classes that meet every other day.

Action Step 2: Continue to work out the problems of registration and scheduling as they arise.
Timeline: Ongoing
Person(s) responsible: Committee, Guidance Department and Administration
Progress toward goal: Registration forms are being revised; Registration will begin shortly.

Staff Development

ACTIVITY 5: Provide staff development to prepare faculty for effectively teaching an 84 minute period.

Action Step 1: Organize inservice opportunities for staff to adapt teaching techniques for delivery of instruction with a longer class period.
Timeline: Spring, 1994
Person(s) responsible: Department Chairpersons
Progress toward goal: Discussion of possible in-service activities has begun.

Appendix A

1993-1994
Site Work Committees

GRADUATION/COURSE REQUIREMENTS

Randy Denner
Carmene Granger
Dean Birkhofer
Eugene Kreiter
Neil Green
Jim Boland
Harlan VanderVinne
Dennis Johnson
John Hawley
Marcia Hartman
Bill Kessinger
Lou Ann Mohr
Harvey Perrine
Nancy Moore
Keith Benjamin
Glendena Heiman
Trish Reisener
Bernie Peeters
Betty Kube

PUBLIC RELATIONS

Steve Mohr
Mike Kielkopf
Jim Logan
Jan McDonald
Brent Buttjer
Bev Hartwig
Delmar Ryan
Deb Menke
Dennis Hennigan
Michelle Yost
Randy Schrader
Judith Jacobs
Tim Brunkan

RESEARCH/RATIONALE

Nancy Shileny
Pat Townsend
Janie Herting
Jeff Newmeister
Kristen Doonan
Quentin Coffman
Brad Merrick
Sally Tobin
Mary Tisue
Heather Reedy

SCHEDULING

Steve McNicol
Ron Brown
Bob Voelkel
Ken Nevenhoven
Gene Conrad
Mary Kay Knapp
Aaron Van Dyke
Janet Friederichs
Bob White
Linda Noble
Mike Brown
Dan Anderson
Don Scott
Jim Jennings
Carroll Vis
Jack Dudley
Anita Meador
Maureen Fletcher

Proposed Time Schedule
1994-95
3 Lunch Wave

8:00-9:36 Periods 1&5 (96 minutes)

9:41-11:05 Periods 2&6 (84 minutes)

11:10-11:40 A Lunch
11:40-1:04 Periods 3&7 (84 minutes)

11:10-11:52 First half of Periods 3&7 (42 minutes)
11:52-12:22 B Lunch
12:22-1:04 Last half of Periods 3&7 (42 minutes)

11:10-12:34 Periods 3&7 (84 minutes)
12:34-1:04 C Lunch

1:09-1:36 Homeroom (27 minutes)

1:41-3:05 Periods 4&8 (84 minutes)

PROPOSED GRADUATION REQUIREMENTS

CLASS	#CREDITS	DESCRIPTION
1995	38	Must meet either current "core requirements" plus 2 credits, or meet new graduation requirements
1996	42	Further study will determine exact requirements (Can cores be eliminated)
1997	46	Core system eliminated
1998 & following	50	Core system eliminated

Further study of effects of 8 Block system may necessitate further revisions.

GRADUATION REQUIREMENTS
Class of 1997 & following

English	7 credits
Social Studies	6 credits
Math	4 credits
Science	4 credits
PE	2 credits (.5/year)
Health	.5 credits
	23.5 required

Class of 97 22.5 electives required
Class of 98 26.5 electives required

GRADUATION REQUIREMENTS
Class of 1995, 1996??

English	6 credits
Social Studies	5 credits
Math	
Science	6 total credits
PE	2 credits (.5/year)
Health	.5 credits
	19.5 required

Class of 95 18.5 electives required
Class of 96 22.5 electives required

PERSONNEL CHANGES FOR 8-BLOCK SCHEDULING
4/1/94

Notes:

1. Most teachers are teaching 5 sections (1993/94) and all teachers will teach 6 sections (1994/95).

2. A ".5" teacher will teach 4 sections (1994/95).

DEPARTMENT	1993/94 SECTIONS POSSIBLE	1993/94 FTE	1994/95 SECTIONS NEEDED	1994/95 FTE	RESULT
Languare Arts	42/42	7.0	40/40	6.5	- .5
Foreign Language					
Spanish	18/18	3.0	21/21	3.5	+ .5
French	6/6	1.0	6/6	1.0	NC
Mathematics	40/40	6.5	36/36	6.0	- .5
Science	42/41	6.5	37/37	6.0	- .5
Social Studies	29/29	5.0	33/33	5.5	+ .5
Business	23/23	3.625	34/34	5.5	+1.875
Industrial Tech	12/12	2.0	18/18	3.0	+1.0
Vocational Ag	5/5	.625	6/6	1.0	+.375
Home Economics	5/5	.687	9/10	1.5	+.813
Art	6/6	1.0	10/10	1.5	+ .5
Driver's Ed	6/6	1.0	6/6	1.0	- .5
Note: This reduction of .5 is due to charging fees. 90 X $175 = $15,750					
Music	18/18	3.0	18/18	3.0	NC
Physical Ed	19/19	3/4	19/19	3.2	- .5
Special Ed	36/36	6.0	36/36	6.0	NC
TOTALS	307/306	50.337	329/330	54.2	+3.063
Seminar Aide	4/4	.5	8/8	1.0	+ .5
Note: This addition is approximately .2 if compared with teacher's salaries.					

TEXT BOOK ESTIMATES
1994-95
APRIL, 1994

Social Studies	$5,824.25
Industrial Arts	$4,085.52
Home Economics	$2,457.10
Foreign Language	$5,750.00
Language Arts	$4,050.00
Science	
- Advanced Biology	$1,000.00
- Biology	$ 300.00
- Physics - Book purchases delayed for one year.	
- Intro to Biology - If Tech Prep is adopted, the cost will be minimal since we will be allowed to copy materials. No texbook purchase necessary. If textbooks are necessary, the cost would be $3,000.00.	
Math	$4,000.00
Business	
- Accounting & Recordkeeping	$6,766.64
- Typing	$ 480.00
- Workbooks	$ 280.00
- Intro to Business	$4,375.00
- Workbooks	$3,760.00
- Business Law	$ 450.00
- Workbooks	$ 720.00
- Word Processing	$ 180.00
- Notetaking	$ 640.00
- Multi Occupations	
- Workbooks	$ 597.60
- Books	$ 150.00
TOTAL	$45,866.11
10% Shipping	$ 4,586.61
GRAND TOTAL	$50,452.72

STAFF DEVELOPMENT FOR 8-BLOCK SCHEDULING

Lengthening of the class periods as called for in 8-block schedule will provide students with many more educational opportunities under the supervision of their teachers. The faculty must be prepared to utilize the additional class time to meet the needs of all students. The structure of each class will be changing which will require faculty to explore and develop teaching strategies to best utilize this additional class time. Inservice to help the faculty with this time change will be provided this spring and throughout the 1994-95 school year. The inservice will be centered around each department's needs. Listed below are steps that will be taken to inservice the staff in preparation for 8-block scheduling.

1. The high school faculty will be working in their curricular areas to evaluate present curriculum and coordinate the curricular goals of each subject area. The two hour late start held on March 2nd provided time for curricular areas to begin this work. This will be continued at the inservice at the end of the school year.

2. A network of available resources will be developed by the site-base teams.

3. Building site base funds will be used to allow faculty to visit schools using 8-block scheduling or other professional organizations using various teaching techniques.

4. Summer curriculum writing will give teachers an opportunity to infuse additional teaching techniques and coordinate curricular departmental articulation.

5. Inservice at the beginning of the 1994-95 school year will be used to finalize lesson plans and finish other preparations for the extended class time.

6. Departmental meetings will continue periodically throughout the fall to monitor the use of class time and to share ideas to further enhance the use of class time.

TEACHING STRATEGIES FOR 8-BLOCK

Following are the results of department discussions held on our late start day. Please retain these for future references.

SOCIAL STUDIES

1. Library usage - We need to work on developing students who know how to do research and can write.

2. Student-directed activities (Cooperative Learning):
   a. Pair-up above-average and below-average students.
   b. In-class assignments with textbooks (reading and writing assignments 10-15 minutes).
   c. Newspaper reading assignments and writing of editorials.

3. Lecture - only 20-25 minutes per block.

4. Films or VHS Programming 20-25 minutes/block.

5. Evaluation at the end of each block - 10-20 minutes.

POTENTIAL NEW COURSE OFFERINGS FOR 1995-96

1. Geography I and II - Break down the Western Hemisphere one semester and the Eastern Hemisphere the other.

2. Psychology II.

3. American History 1960 - Present.

4. World Wars.

5. Self-esteem/Attitude - Could be implemented into Psych II.

6. AP American History.

7. Environmental Geography - Could be implemented into both Geography I and Geography II.

MATH

1. Lecture.
2. Small group problem solving/Cooperative Learning Activities/Large group - Depending on how many students are in each class.
3. Board work.
4. Lab work - Computers/calculators.
5. "Tag" team teaching.
6. "Eye openers," (sponges,) quick activities, "Joke of The Day" math problem.
7. Check for understanding activities.

MUSIC DEPARTMENT

1. Utilize part of rehearsal for sectionals, written music theory work, introducing computerized theory concepts, large group work, music history work.

LANGUAGE ARTS

1. Show films - Time for follow-up activities.
2. Media center research - follow-up - activity in the classroom.
3. Computer work/computer labs.
4. Silent sustained reading.
5. Get through speeches more easily.
6. In-class group activities.
7. Cooperative learning activities.

8. Mini debates.

9. In-depth discussion.

10. Role playing.

11. Writing activities - time to write and share.

12. Oral critiques of writing.

13. Peer critiquing of writing.

14. Mock trials.

15. Wider variety of evaluation methods.

16. Greater opportunity for teacher creativity to develop alternative methods for presenting materials and learning activities.

17. Greater opportunity to use Tech prep activities.

18. Morning Star as a class.

19. Classics for beginners.

20. Intro to theatre (Creative Dramatics.)

21. College-bound grammar/History of the language - linguistics.

22. Literature/senior seminar.

DRIVER EDUCATION

1. Classroom will be 42 minutes in length. No change in teaching. Problem may be in passing time from their activity class.

2. Driving - Students will be taken out of regular classes and the schedule will rotate every seven school days.

SCIENCE

1. Plan on doing more labs.

   Modifications needed for D4 - Lab facilities for next year.

   Modifications needed for D6 and B3 - Remove some lab tables - Add desks.

FOREIGN LANGUAGE

1. Strategies for Teaching Grammar:

   a. Concept attainment.
   b. Advance organizers.
   c. Compare and contrast speaking, reading & writing.
   d. Information processing models.

2. Cooperative Learning:

   a. Pair activities.
   b. Three or four person group activities.
   c. Games: Dice game/double flashcard/verb relay race/discovery activities/tic tac toe/ladder game. Taboo/Scattegories/ Pictionary/Scrabble, in Spanish.

3. Student Feedback Forms:

   84 Minutes

   a. Warm-up - 5-10 minutes.
   b. Vocabulary - 10-15 minutes.
   c. Structure - 10 minutes/guided practice - 5 minutes.
   d. Listening - 5 minutes.
   e. Writing - 5-10 minutes.
   f. Assignment - 5 minutes.
   g. Fifteen-twenty minutes to work.

84 Minutes

a. Vocabulary - 10 minutes.
b. Speaking - 10 minutes.
c. Grammar - 10 minutes.
d. Reading - 10 minutes.
e. Writing - 10 minutes.
f. Listening - 10 minutes.
g. Culture - 10 minutes.
h. Work - 14 minutes.

84 Minutes

a. Warm-up - 5-10 minutes - Speaking might be assigned from the day before.
b. Vocabulary - 10-15 minutes - Speaking/listening.
c. Structure - 10 minutes/guided practice - 5 minutes.
d. Listening - 5 minutes.
e. Writing - 5-10 minutes.
f. Assignments - 5 minutes.
g. Fifteen to twenty minutes to work.

PRACTICAL ARTS

1. It may be hard to schedule videos. Recommend that some money be set aside to build a film/video tape library.

2. Concern with things we can't control such as videos/films and the turnaround time for print shop materials.

3. Some department members feel it would be good to bring people in, others feel we should wait until we have worked with 8-Block for a while.

4. CONCERN: We need to know what we are teaching before we can discuss strategies - some courses on the books are not currently being taught.

5. Alternative activities to use when the need arises, e.g. cooperative learning, students responsible for each other.

6. Write ten things you learned from the video - ask ten questions - Everyone say what they have learned.

7. Cooperative learning rather than some of the speakers we have.

8. Videotape class - visits to Seneca, etc.

9. Have someone in to teach to different types of learning styles - visual/auditory/kinesthetic/hands-on.

PHYSICAL EDUCATION

1. Streamline teaching techniques.

2. Adapt curriculum to fit needs of changing schedule.

3. Ways to take roll to save time - Use a seating chart - Use cards like open study hall uses.

4. Limit dressing time to 5-8 minutes.

SPECIAL EDUCATION

1. Use of community resources outside the building (field trips, guest speakers.)

2. Hands-on activities. Individual projects/group projects.

3. Present new concepts/skills, practice time, evaluation, reteach if necessary.

4. Individual sessions between teacher and students.

5. Learning centers - students rotate from one center to another.

6. Learning strategies - specific methods of teaching study skills.

7. Student helpers to do peer tutoring.

8. Progress monitoring.

9. Cooperative learning activities.

10. Computer time.

11. Reinforcement activities.

INDUSTRIAL ARTS

1. Cooperative learning. Draw names to divide class into groups of three. Give each student a sheet with four review questions listed. Instruct students:

   a. The group should discuss to determine the answer they want to give for each questions.
   b. The decision should be made without the aid of books or supplemental materials.
   c. Each student should write the answer on his/her sheet.
   d. A name from the class will be drawn.
   e. That person must give the answer to the question.
   f. A second name will be drawn and asked if he/she agrees with the answer given. If the answer is no, he/she is asked to give the correct answer.
   g. The class is asked for a show of hands that agree. Any students not agreeing will be asked to explain why.
   h. An "A" will be given to all three in the group of the student answering correctly. An "F" will be given to all three in the group of the student answering incorrectly.
   i. Grades for each student are recorded and averaged to determine each student's grade. Names are drawn for the next set of four questions, etc.

EVALUATION MEANS AND METHODS OF NORTH SCOTT 8-BLOCK SCHEDULING

Attitudinal Survey of Students

1. Faculty will develop an instrument to be used to survey the students.
2. Pre-survey will be given in the spring to students.

Cumulative and Individual Class G.P.A.'s

1. Cumulation and individual class G.P.A.'s should reflect the wideness of student variety.
2. We wish to be able to see student growth. Student growth should be reflected in cumulative and individual G.P.A.'s.

Tracking the Failures of Classes and Cumulative School Results

1. Failure rate will be generated.
2. Multiple failures will be monitored.
3. A comparison will be made between negative progress reports given in 1994-95 and 1993-94.

National Test Scores Will Be Monitored

1. ITED scores with their new norms will be utilized.
2. ACT scores will be looked at in a cumulative nature.
3. ACT and ITED scores will be shown and used in relationship to improvement in growth.